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As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

| 1. Student Learning Outcome | 2. Strategy or method of measurement | 3. Observations gathered from data | 4. Actions recommended based on observations | 5. Plan and timetable for taking action | 6. Overall evaluation of progress on objective |
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| <p>Demonstrate knowledge of major themes, genres, and movements in the history of the literature of the language/culture under study.</p> | <p>Tests, presentations, reading comprehension activities and discussion in Survey of Spanish literature (Span 338), and seminars (Span 398, 498, etc.)</p> | <p>In general there is a lack of reading skills and comprehension of literary movements, genres and relation with any other cultural manifestations (theater, film). Students demonstrate a vague and partial knowledge of genres, literary movements, etc.</p> | <p>Inclusion in the language courses of literary and cultural readings. Election of textbooks and reading text with cultural and literary readings.</p> | <p>Year 2011-2012</p> | <p>Encourage students to take more credits than the minimum required. The limitation of a 45 credit major restricts the acquisition of the language. Promote and expand the reading in the basic and intermediate language courses. Continue to add and update new seminar courses with cultural and literary emphasis.</p> |

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| <p>Teaching Methodology. Apply knowledge of language teaching techniques, methods and materials; demonstrate and apply knowledge of grammatical concepts and structures in preparation for the teaching profession</p> | <p>Teaching portfolio, observations, teaching demos and teaching reflections on theories, methodologies, and classroom strategies</p> | <p>Students demonstrate improved knowledge of teaching skills and methods and gain valuable on-hands experience. Students apply methodologies and strategies to teach communicative proficiency.</p> | <p>Focus on integrating theoretical theories and methodologies with lesson planning and classroom teaching strategies/material development. Find ways to apply 5 Communicative Standards to address teaching communicative competence, including reading and writing. Provide more opportunities for analytical reflections. Work on assessment of communicative proficiency and use of assessment to introduce changes in teaching</p> | <p>2012-2014</p> | <p>Progress on objective has been satisfactory. This continues to be an essential objective for the programs in order to prepare students for new Student Teaching Assessment Performance (TPA) approved by Washington State and still at a pilot stage.</p> |